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ABSTRACT

This course guide is designed to aid in the organization and conduct of a training program for driver improvement analysts. It contains a description of the overall training program and instructor and student materials; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources, guidelines for measuring student achievement. The appendix lists and analyzes the training requirements for the driver improvement analyst job. (For related Instructor's Lesson Plans and Student Study Guide, see CE000338 and CE000339.) (MS)

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basic training program

driver improvement analyst

course guide



U.S. Department of Transportation
National Highway Traffic Safety
Administration

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basic training program

**driver
improvement
analyst**

course guide



U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

July 1973

FOREWORD

In support of nationwide efforts to improve and control the behavior of problem drivers (drivers who experience excessive traffic violations and/or traffic accidents), this Basic Training Program for Driver Improvement Analyst has been developed. The intent of this program is to establish a national guideline and uniform basis for motor vehicle administration agencies to provide basic operational training for entry level driver improvement personnel.

The training package is composed of three documents:

- Course guide - developed to aid in the organization and conduct of the training program
- Instructor's Lesson Plans - prepared to provide the instructor with an organized and explicit framework for the delivery of the training content of this course
- Student Study Guide - designed to serve as the basic reference source for the students/trainees.

All documents for this training program were written by Mr. Allen Hale, (Project Director) of Dunlap and Associates, Inc., analytically supported by Mr. John W. Hamilton, and under the cognizance of Mr. Joseph T. Fucigna, Executive Vice President of the Corporation.

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Director, Training Services Division
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- . **Connecticut**
- . **Idaho**
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- . **Michigan**
- . **New York**
- . **Oregon**
- . **Utah**
- . **Washington State**
- . **Wisconsin**

TABLE OF CONTENTS

	<u>Page</u>
PURPOSE OF THE GUIDE	1
OBJECTIVES AND SCOPE OF THE COURSE	1
COURSE CONTENT	4
COURSE PLANNING CONSIDERATIONS	12
Class Size	12
Course Scheduling	12
Training Resources	13
Course Instructors	16
Student Prerequisites	17
STUDENT STUDY GUIDE	18
INSTRUCTOR REFERENCES	22
CONDUCTING THE COURSE	22
Using the Instructor's Lesson Plans	22
Teaching Method	23
MEASUREMENT OF STUDENT ACHIEVEMENT	27
RECOMMENDATIONS FOR POST GRADUATE SUPERVISION AND TRAINING	27
UPDATING THE COURSE	28
REFERENCES	R-1
APPENDIX - DIA TRAINING REQUIREMENTS ANALYSIS (JOB/TASK ANALYSIS)	A-1

BASIC TRAINING PROGRAM FOR DRIVER IMPROVEMENT ANALYST

Purpose of the Guide

The Course Guide has been prepared as an aid for the training administrator/course coordinator in his planning and conduct of the Basic Training Program for Driver Improvement Analyst. It contains a description of the overall training program and instructor and student materials; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources; guidelines for conducting the course; and recommendations for measuring student achievement.

The two other documents which complete the basic training package are:

- Instructor's Lesson Plans--This document is to be used by the instructor(s) of this course and contains the lesson plans constituting the classroom and practical application training phases of the training program. Each lesson plan specifies the relevant training objectives, instructor references, suggested training aids and an outline of content to be covered and/or procedures to be followed for the unit of instruction.
- Student Study Guide--This document has been prepared for use by the students. It contains a summarization of information presented in the lesson plans, as well as graphic exhibits which are referenced in the lesson plans. The Study Guide is intended to serve as the basic student reference source or course textbook.

Objectives and Scope of the Course

This course has been developed with the intent of providing basic operational, entry level training for a person intending to become a Driver Improvement Analyst (DIA) functioning within a state motor vehicle administration agency. With the additional objective of establishing a minimum, acceptable, national guideline for DIA training, this course is viewed as instrumental in the accomplishment of the major goals of a model driver improvement program, as articulated in the Driver license administrator's guide to driver improvement, published by the American

Association of Motor Vehicle Administrators, namely:

- . "To improve the attitudes and driving performances of drivers who, because of traffic violations and/or accident involvement, are known to constitute a hazard on the highways; and to instill in those drivers the will to better their driving practices."
- . "To determine whether problem drivers suffer from physical and mental deficiencies, the extent of such deficiencies, and the ways they affect the safe operation of motor vehicles."
- . "To apply appropriate restrictions, or to use the device of 'deferred action,' when drivers suffer from physical or mental conditions that do not appear to preclude safe driving."
- . "To eliminate from the highways the unsafe, incompetent, and physically or mentally unqualified driver by refusing to license him or by withdrawing his driving privilege."

Within the sphere of these overall driver improvement program objectives, the course specifically addresses itself to providing training experiences (i. e., classroom instruction and practical application) with the elements of the entry level DIA job which have been identified as follows: *

- . Conduct written and oral investigations into the record and past performance of problem drivers
- . Conduct interviews with problem drivers to identify sources and causes of deficient behavior
- . Determine, recommend and schedule appropriate follow-up action(s) for problem drivers, such actions as: individual and/or group counseling sessions; reexamination; appointment with an external agency for further evaluation and/or treatment; probation, license restriction, suspension or revocation

* The complete DIA Training Requirements Analysis may be found in the Appendix.

- . Conduct motor vehicle department sponsored individual counseling sessions;* assist in the development of client awareness of driving problem(s), cause(s) of problem(s) and effective approaches for correcting or controlling the problem(s)
- . As necessary, participate in problem driver hearings; forward or present evidence to support the department's action against a problem driver's license
- . Complete official forms and make required reports in support of planned or executed driver improvement actions.

It is understood that in some jurisdictions driver improvement personnel are involved in the actual conduct of administrative hearings and group counseling sessions. Such involvements have been excluded from the entry level DLA job description and consequently this training program for the following reasons:

- . In the case of the DIA functioning as a hearing referee/officer, it is felt that to some degree this quasi-judicial role is at conflict with his fundamental roles as analyst and counselor. The rapport and level of understanding which a DIA must necessarily develop with his problem driver client to be effective in his job could very well be undermined or unachievable if the client knew that the DIA might well sit in judgement of him in the context of a departmental hearing at some later date. Beyond this, the judgement and thorough knowledge of departmental policy and procedures, rules of evidence, etc., required of the hearing officer/examiner denote background and on-the-job experience within the department which would be beyond the capacity of the entry level DIA.
- . In the case of the DIA functioning as the leader/coordinator of any group counseling sessions sponsored by the department, it is felt that although this may be a legitimate involvement of a DIA ultimately, it is out of scope for basic training and entry level job performance. It is most efficacious for the DIA neophyte to achieve competency first as a counselor in the individual, one to one situation before attempting to handle the multiple interpersonal dynamics of a group situation. Since no training course of relatively

* It should be emphasized that it is not the intent of this training program to develop professional, "counseling psychologists" but to develop DIA's who are "practical counselors."

short duration can hope to create truly proficient DIA counselors, then much of the development of competency in the area of counseling will necessarily take place during the initial phases of on-the-job experience. It is recommended that such experience should be confined to the individual counseling format initially, and when the DIA shows competency in this format to provide him with in-service training in the conduct of any group counseling sessions sponsored by the department.

It should be pointed out that since this course is intended as a guideline for basic training of DIA personnel, it must be considered a foundation on which to build. It should be subject to adaptation, amplification and updating (if necessary) by the training administrator/coordinator in the local jurisdiction prior to implementation.

Course Content

In general terms, the lesson plans of this course are organized into three basic sections:

- . General background
- . Driver improvement procedures
- . Practical application

Lessons in the area of general background are intended to provide the trainee with some theoretical and technical background to support his job task activities. Although the extent of technical background knowledge imparted through the lessons of this section is kept to a minimum, the material is felt to be essential. Since many aspects of the DIA job call for flexibility, discretion, acute perception, and sound judgment in accessing human nature/character, the DIA must have a sound information base to support these functions. It will not suffice to teach a DIA rote, departmental procedures without giving him some understanding of the underlying rationale and principles--the whys and wherefores. The knowledge embodied in this background section is necessary for several other reasons.

- . To establish and maintain student interest, motivation and self-esteem

- . To encourage professional development and advancement
- . To enhance the reliability and accuracy of performance-- knowing why certain things are done helps one to remember what has to be done.

The second major section encompasses lessons which explicate the various departmental driver improvement procedures with which the DIA must be familiar or actually perform. The third and final section involves the application of acquired background knowledge to the actual performance of core DIA job activities.

The course consists of a minimum of 76 hours of training, including quiz and review sessions and a final examination. In order to provide some flexibility in course scheduling, the course has been developed in modular form. Each module or lesson plan requires 1, 2, 3, 4 or 8 hours of time for completion. As a rule, a ten minute break is included for each hour of instruction. Twenty (20) lesson plans have been developed for this course, and are organized as follows:

<u>Section/Lesson Plans</u>	<u>Time (hours)</u>
Section I: General Background	
1. Orientation	2
2. Psychology of driving	2
3. Characteristics of the problem driver *	3
4. Driver information	3
5. Overview of vehicle and traffic laws	4
6. Traffic offenses/violations and traffic accidents	3
7. Human communication	1
8. Effective human relations	2
9. Theory and practice of interviewing and counseling	4

* The somewhat detailed material in this lesson dealing with the symptoms of various physical and mental impairments has been included for one major reason, namely, to increase the likelihood that the DIA will detect a physical or mental problem for referral to competent authorities.

<u>Section/Lesson Plans</u>	<u>Time (hours)</u>
Section II: Driver Improvement Procedures	
10. Overview of the driver improvement and control process	2
11. Case assignment and continuity requirements	1
12. Case review and investigation	2
13. Conducting interviews and counseling sessions	8
14. Recommending and taking driver improvement and control actions	3
15. Legal aspects and hearings	2
16. DIA administrative forms	4
Section III: Practical Application	
17. Observation of selected driver improvement and control processes	4
18. Case review and interview preparation	4
19. Human relations laboratory	4
20. Mock interview/counseling session	8
.	
Quiz and review sessions (6 - 1 hour sessions)	6
Final course review	2
Final examination	2
	<hr/>
Total minimum course hours	76

By way of summarizing the content of the course, the training objectives stated for each lesson appear below:

<u>Lesson No.</u>	<u>Title and Objectives</u>
1	<u>Orientation</u> <ul style="list-style-type: none">. Know the objective and basic organization of this training program. Understand the goals and organizational structure of the driver improvement and control program. Appreciate the DIA job requirements and related personnel policies
2	<u>Psychology of Driving</u> <ul style="list-style-type: none">. Describe and interrelate the various components of human behavior involved in motor vehicle operation. Understand the essential aspects of effective driver performance
3	<u>Characteristics of the Problem Driver</u> <ul style="list-style-type: none">. Define what is meant by the term "problem driver," to include the:<ul style="list-style-type: none">- Statistical/legal definition of a problem driver- Characteristics of the "negligent" problem driver and relate these to driving performance- Characteristics of the physically and mentally impaired problem driver, some of the indications of these impairments and relate these impairments to driving performance- Characteristics of the problem driver who is impaired by alcohol and drugs, the indications of these impairments and relate these impairments to driving performance. Understand the composition of the jurisdictional driver improvement population to include the socioeconomic, occupational, sex, and age group involvements. Know the priority targets for driver improvement

Lesson No.

Title and Objectives

4

Driver Information

- . Know the basic sources and types of external and internal driver information
- . Describe the structure and function of the departmental driver information system, to include:
 - The type of data stored
 - Storage methods and organization of data files
 - Access requirements
- . Differentiate between public and confidential driver information

5

Overview of Vehicle and Traffic Laws

- . Know the history and purpose of vehicular traffic laws
- . Understand the content and intent of jurisdictional traffic laws related to driver improvement and control to include those related to:
 - Empowerment of the department
 - Drivers' licenses
 - Financial responsibility
 - Civil liability
 - Accidents and accident reports
 - Rules of the road
 - Powers of state and local authorities

6

Traffic Offenses / Violations and Traffic Accidents

- . Understand the nature and variety of traffic offenses / violations
- . Know the causes of traffic offenses / violations
- . Identify the various forms of traffic law enforcement actions
- . Understand basic traffic accident classification and terminology; know and interrelate the critical events and phases of a motor vehicle traffic accident

Lesson No.

Title and Objectives

6 cont'd

- . Identify the frequent causes of accidents
- . Understand the relationship between traffic offenses/ violations and accidents

7

Human Communication

- . Identify the content of human communication
- . Know the verbal and non-verbal dimensions for human communication
- . Understand the roles each form of communication may play

8

Effective Human Relations

- . Understand fundamental human needs operant in interpersonal situations
- . Appreciate the various approaches and techniques which may be applied in interpersonal situations to engender "good human relations"

9

Theory and Practice of Interviewing and Counseling

- . Understand basic concepts underlying interviewing and counseling practice, to include:
 - Practical interviewing and counseling goals
 - General interview methods and techniques
 - Topic control
 - Probing
 - Handling client resistance
 - DIA attitudes and motivations
 - General counseling approaches and formats

10

Overview of the Driver Improvement and Control Process

- . Describe the various elements of the driver improvement and control (DIC) process
- . State the intended purpose and applications of each DIC action as well as the performance requirements for each action overseen or conducted by the DIA

Lesson No.

Title and Objectives

11

Case Assignment and Continuity Requirements

- Understand the ways in which possible problem drivers come to the attention of driver improvement
- Know the general procedures for case handling, to include:
 - Case assignment procedures
 - Follow-through requirements
 - Requirements for record keeping
 - Procedures for transferring cases

12

Case Review and Investigation

- Understand the operational aspects of case review to include demonstration of the ability to interpret and evaluate driver information, form hypotheses from driver information and recommend appropriate follow-up driver improvement actions
- Know the requirements for conducting investigations, to include:
 - Situations where investigations are indicated
 - Investigation techniques
 - Sources and procedures for inquiries
 - Qualities of a good investigator

13

Conducting Interviews and Counseling Sessions

- Know various approaches for dealing with certain classes of problem drivers (e.g., youthful, aged, professional drivers, etc.)
- For all types of interviews and counseling conducted by the department, know and understand the following:
 - Types conducted, when conducted
 - Procedures for scheduling
 - Preparation requirements
 - Procedures for conduct
 - Post-session activities

Lesson No.

Title and Objectives

14

Recommending and Taking Driver Improvement and Control Actions

- . Know the types of driver improvement and control actions which may be recommended or taken by the DIA
- . Understand the rationale and justifications for selecting each form of driver improvement action

15

Legal Aspects and Hearings

- . Appreciate some of the legal considerations concerning the driver's license
- . Know the types of hearings held by the department and the procedures for conduct
- . Understand the essential elements of the appeals process

16

DIA Administrative Forms

- . Know the format, content and application of each departmental administrative form which the DIA will use
- . Execute a sample copy of each administrative form which the DIA must personally complete

17

Observation of Selected Driver Improvement and Control Processes

- . Observe and understand the real world, real time considerations and requirements for conducting such driver improvement actions as problem driver interviews, individual and/or group counseling sessions and hearings (whichever actions are appropriate to the jurisdiction)
- . Critically appraise the conduct of interview, counseling and hearing sessions and determine follow-up courses of driver improvement and control action for each

18

Case Review and Interview Preparation

- . Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems
- . Develop and articulate appropriate interview and counseling strategies

Lesson No.

Title and Objectives

19

Human Relations Laboratory

- . Develop an appreciation and understanding of the motivations, attitudes and feelings of a problem driver in contact with a DIA
- . In achieving a measure of empathy for the problem driver, be better prepared to cope with and assist the problem driver

20

Mock Interview/Counseling Session

- . Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems
- . Develop appropriate interview and counseling strategies
- . Conduct an individual driver improvement interview/counseling session
- . Complete a departmental report on the findings or results of the interview/counseling session

Course Planning Considerations

Class Size

Self-expression and the development of interpersonal skills are of paramount importance in this course. Class size is a significant variable in influencing these outcomes. Therefore, a class size of 10-12 students is considered an upper limit to engender a feeling of informality and foster free interaction among students and the instructor. A class size of no more than 8 students is ideal.

Course Scheduling

This course may be taught one or more times a week in training sessions lasting from 1 to 6 hours. Although this scheduling approach is possible and may be necessary in some cases, it is not recommended. What is recommended is that this course be delivered in one block of training over 8 or more consecutive training days (the maximum time available for a training day is assumed to be 8 hours). To achieve job proficiency in an expeditious manner, it is felt that all trainees should be exposed to the training opportunities

embodied in this course before assuming any limited job responsibilities. Essentially, then, this course should be conducted as a requisite, pre-service training program.

A sample course schedule designed to achieve the "block approach" to course delivery is shown on the following pages. The sequencing of training follows the chronology of lesson plans. Lessons 1-9, dealing with general background subjects, are introduced in support of the jurisdictionally-specific driver improvement and control procedures found in Lessons 10-16. A detailed exposition of driver improvement and control procedures is withheld until the student has been exposed to some of the more fundamental and intrinsic aspects of human behavior, driving behavior, problem driver characteristics and interviewing/counseling techniques. This has been done for two reasons:

- . To encourage independent and analytical thinking about the problem driving situation and discourage rigid or unduly channelized thinking
- . To show the rational basis and support (the whys and wherefores) for departmental procedures and operating policy

Following the presentation of course content in the background and procedural areas of driver improvement and control, the students are provided with opportunities to apply acquired knowledge and understanding in the development of practical DIA skills during Lessons 17-20.

It should be noted that in Lessons 18-20, session length is in part dependent upon the number of participating trainees. The number assumed for planning purposes is 8. Should there be a lesser or greater number of students participating, the total time for each lesson will vary accordingly.

Training Resources

A classroom or conference room with sufficient space for seating a maximum of 12 people will be required. It should contain a lectern or table for the instructor's lesson plans, notes and references as well as a centrally located chalkboard. If the instructor wishes to employ audio-visual materials and flip charts, a projection screen and chart stand should be located near the front of the room. The student area should contain comfortable chairs with writing surfaces for note taking. Seating facilities should be arranged for unobstructed visual access to the instructor and any group training aids he may wish to employ. Any required training aids are specified on the cover page of a lesson plan. For the most part, the training aids are visual exhibits in the Student Study Guide. These exhibits consist of

Sample DIA Course Schedule

DAY

<u>Time</u>	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
- 8:00	(1) Orientation	Quiz & Review Lessons 1, 2, 3	Quiz & Review Lessons 4, 5	Quiz & Review Lessons 6, 7, 8	Quiz & Review Lessons 9, 10, 11, 12	Quiz & Review Lesson 13
- 9:00		(4) Cont'd	(6) Cont'd	(9) Cont'd	(13) Conducting Interviews & Counseling Sessions	(13) Cont'd
- 10:00	(2) Psychology of Driving					(14) Reco. & Taking DIC Actions
- 11:00		(5) Overview of VTL	(7) Human Communication	(10) Overview of DIC Process		
- 12:00						
LUNCH						
- 1:00			(8) Effective Human Relations			
- 2:00	(3) Characteristics of Problem Driver			(11) Case Assign. & Continuity Requirements		(15) Legal Aspects & Hearings
- 3:00			(9) Theory & Practice of Interviewing & Counseling	(12) Case Review & Investigation		(16) DIA Administrative Forms
- 4:00	(4) Driver Information	(6) Traffic Offenses & Traffic Accidents				
- 5:00						

Sample DIA Course Schedule - continued

DAY

<u>Time</u>	Day 7	Day 8	Day 9	Day 10
- 8:00	Quiz & Review Lessons 14, 15 (16) Cont'd	(18) Case Review and Interview Preparation	(20) Mock Interview/ Counseling Session	Final Course Review
- 9:00				
- 10:00				Final Examination
- 11:00				
- 12:00				
- 1:00	LUNCH			
- 2:00	(17) Observation of Selected DIC Processes	(19) Human Relations Laboratory		
- 3:00				
- 4:00				
- 5:00				

illustrations and tables already included in the Study Guide and administrative forms which the DIA will execute or employ for information purposes. The administrative forms are jurisdictionally specific and must be inserted in the Study Guides by the local training establishment prior to their distribution to the students. Other material resources which should be procured and made available include:

- . Actual departmental case records and exhibits for problem drivers as specified in Lessons 12, 17, 18 and 19.
- . As indicated in Lesson 17, access is required to a "live" real world problem driver interview session, individual or group counseling session and a hearing as conducted within the jurisdiction and reflective of current practice (done in such a manner as not to disturb the ongoing proceedings); or, as an alternative - videotape, motion picture or audio tape recordings of the forementioned sessions for presentation to the class; associated audio-visual playback equipment would then be necessary.
- . Blank copies of administrative forms and checklists available for instructor and student use during Lessons 19 and 20.

If a videotape unit is available, it could be used to record and playback student performance during the role playing sessions of Lessons 19 and 20. Such "self confrontation" can be a very compelling means for sharpening interpersonal skills.

Although no pre-packaged audio-visual aids are specified for inclusion in this course, the training administrator should feel free to include such presentations as they are relevant to the exposition and reinforcement of course material delivered at the local level.

Course Instructors

This training program is primarily designed for delivery by one (1) senior or lead instructor. He should have the following characteristics:

- . Continuous and current operational experience as a DIA within the department for a minimum of two (2) years
- . Experience and demonstrated competence as an instructor.

The aforementioned qualifications are minimum requirements and may, of course, be exceeded. Desirable background for the senior instructor would include:

- . Experience with or knowledge of the driver license examination function.

Experience as a first level supervisor of DIA's.

It is important that the senior instructor not be a person with primarily administrative duties, too far removed from day to day driver improvement operations. First hand knowledge of the DIA job requirements and performance environment is essential background for the senior instructor.

The assistant instructor suggested for sharing the instructional duties in Lesson 20 should also be a practicing DIA, with a minimum of twelve (12) months on-the-job experience and an evidenced interest and capability for instructional endeavors.

After considering the relative strengths and weaknesses of the senior instructor, the training administrator/course coordinator may wish to employ instructional assistance in some areas of course content. For Lesson 3 - Characteristics of the Problem Driver, a bio-medical specialist (e.g., medical examiner, toxicologist, physician, etc.) could serve as the instructor to present the symptomatology and consequences of various physical and mental impairments found in the driver population. In Lesson 15 - Legal Aspects and Hearings, an attorney for the Attorney General's office could be a useful source of instructional assistance.

Student Prerequisites

The DIA is a person who must exercise sound judgement in the discharge of broad discretionary powers vis a vis a person's driving privilege. Actions taken with respect to the driving privilege often involve a complex evaluation of driver fitness based on records of past performance and a determination of hazards he may present in the future. The qualities of maturity and good judgement required of a DIA are underscored by the demands for the DIA to be impartial, conscientious and cordial in his dealings with the public, to endeavor to be unaffected by the praise or condemnation he may receive, and to be unresponsive to political influence. It is clear that the DIA job is a discipline demanding an appreciable measure of perceptual, analytical and interpersonal skills.

Irrespective of jurisdictional civil service laws and examination requirements, the factors of pre-service background and experience seen as desirable minimum requirements for a DIA trainee/candidate are the following:

- A baccalaureate from an accredited university with a major in the social/behavioral sciences (or equivalent background which has established a basic understanding of human functioning and behavior).
- Demonstrated verbal competence (written and oral) and overall poise, as well as clerical and record keeping skills.

- . An evidenced degree of interpersonal competence (no candidate should be accepted in the training program with any history of a persistent inability to get on with people).
- . A personality profile which indicates the capacity to be objective (not dogmatic) in evaluating situations, open-minded, tenacious of purpose and tolerant of individual differences and personal frustration.
- . Be at least 21 years of age, have a valid driver's license and a satisfactory driving record.

This course has been designed to accommodate candidates both from outside the department and from within the department. It is recognized that in cases where existent motor vehicle agency employees are accepted into the training program, they are likely to come from the driver license examiner (DLE) ranks. Insofar as any DLE exhibits the aforementioned prerequisites, it would be desirable to consider him for DIA service for several reasons. His capacity for interacting with people from all walks of life can be assessed in the DLE job environment as well as his ability to objectively analyze human performance. Moreover, a candidate's ability to express his thoughts orally and in writing, his adherence to the spirit of administrative procedures, and his capacity to cope with uncooperative client behavior may also be observed in DLE context. In addition, a DLE would have background and experience in the areas of driver licensing laws; departmental organization, policies and procedures; psychological aspects of motor vehicle operation, etc. which would be eminently transferable to the DIA job. Thus the opportunity to evaluate a person's performance as a DLE can make selection of such qualified DLE personnel an important contribution to the assurance of requisite quality for the DIA training population.

In conclusion, the ideal candidate for the DIA job is one who exhibits a sincere regard for others, tolerance and ability to accept and work with people having values different from one's own, a healthy and realistic self regard, empathy, and a warmth and sensitivity in dealing with others.

Student Study Guide

Since no single available student reference will meet the unique and specific training requirements of any jurisdiction, a Student Study Guide has been prepared to serve as a student reference source for this course. Much of the material for the study guide has already been prepared insofar as it may be considered to be generic content for all motor vehicle agencies. However, certain materials should be in the Study Guide which are jurisdictionally

specific. They must be prepared/procured and inserted in the appropriate sections of all study guides by the local training establishment before the study guides are distributed to the trainees. All such materials to be inserted are itemized below:

Study Guide Section

Material to be Prepared/Procured
and Inserted

GENERAL BACKGROUND

- | | | |
|---|-----------------------------|---|
| 1 | Objectives and Requirements | . Exhibit 1 Training schedule*
(actual training schedule employed by the local training establishment) |
| | | . Exhibit 2 Departmental organization chart* (graphic depiction of the various sections/bureaus, units and groups of the department concerned with driver licensing, improvement and control) |
| | | . Exhibit 3 DIA job specification and career ladder* (specification of duties and salary structure for the various grades and positions available in the area of driver improvement) |
| | | . Brief description of the functions performed by various sections, groups, or units concerned with driver improvement and control, in support of Exhibit 2. |
| | | . Description of various personnel policies affecting the DIA (see pp. 1-8 through 1-11 of Lesson 1) |
| 4 | Vehicle and Traffic Laws | . Copy of the motor vehicle code (may be handled as a separate handout) |

* Should any exhibit prepared by the local training establishment exceed the page presently allotted for the exhibit, an alphanumeric system of page numbering the exhibit (i. e., 1-2a, 1-2b, 1-2c, etc.) may be adopted without compromising the present numbering of successive pages.

Study Guide Section

Material to be Prepared/Procured
and Inserted

- . Copy of any other laws or regulations related to driver improvement and control; administrative rules and procedures

DEPARTMENTAL POLICY AND PROCEDURES

- . Exhibit 8 Driver improvement and control process (flow diagram showing the driver improvement and control actions which may be taken in response to various forms of problem driver behavior)
- . Brief description of the nature and purpose of various driver improvement and control action alternatives to support Exhibit 8
- . Concise exposition of departmental policy/position and procedures (checklists as appropriate) regarding:
 - Case assignment and continuity requirements (use Lesson 11 for organizational guidance)
 - The conduct of case reviews and investigations (use Lesson 13 for organizational guidance)
 - The conduct of interviews and counseling sessions (use Lesson 13 for organizational guidance)
 - The taking or recommending of driver improvement and control actions (use Lesson 14 for organizational guidance)
 - Legal aspects of driver improvement and control (use Lesson 15 for organizational guidance)
- . Blank copies or facsimiles of the administrative forms which the DIA will have occasion to execute or transmit during the course of his duties (such forms included should be given exhibit numbers), e. g. :

Material to be Prepared/Procured and Inserted

- Warning/advisory letter
- Driver biographical data
- Notice to appear (for interview, counseling, reexamination, hearing, etc.)
- Driver authorization/approval (for medical/psychiatric examination, to obtain health records, etc.)
- Report on results of interview, counseling session, hearing, etc.
- Driver progress, etc.

Checklists stating the completion requirements should accompany each form.

Copies of forms (with sample entries) which the DIA will have occasion to review or inspect for information gathering purposes (such forms included should be given exhibit numbers), e. g. :

- Driver abstract
- Court abstract
- Police/civilian accident reports
- Medical reports
- Law enforcement reports (traffic warnings, citations, and arrest reports)
- Reports from other DMV's
- Insurance reports
- Driver license application form
- Driver license examination/reexamination reports
- Form letter formats (for contacting other agencies, making referrals, etc.)

Each student should be provided with a copy of the completed Study Guide which he should bring to class each day, as he will have occasion to refer to certain exhibits periodically during the course of instruction. The Study Guide

closely parallels the content of the background lesson plans. However, the students should be encouraged to take notes in class, especially in the cases where the lecture is the sole source for jurisdictionally specific subject matter. The completed Study Guide is intended to serve as a convenient means of review for quizzes and examinations, as well as a basic reference source for the DIA while on the job.

Instructor References

References used in the development of the course and suggested as supplementary reading for the instructor are listed in the back of this document.

Conducting the Course

Using the Instructor's Lesson Plans

The Instructor's Lesson Plans form the foundation of the training course. They contain guidance for the instructor in regard to the sequencing and extent of coverage of subject material for both the classroom and practical application sessions.

There are two qualitatively different types of lesson plans provided for this course. One type is concerned with an organization of content intended for classroom presentation in a lecture/discussion format. The other type is a specification of procedures to be followed in the conduct of practical application sessions.

The training objectives of the lesson in terms of knowledge, attitudes and skills to be acquired are specified on the initial page(s) of a lesson plan. In addition, requirements for number of instructors, reference sources used in the development of the lesson, and training aids are listed. Where there are no instructor specifications, it should be assumed that one senior instructor is sufficient. The main body of each lesson plan includes an outline of content to be covered or procedures to be followed in conducting the lesson. A column is provided to the right of each page to indicate any visual exhibits involved as well as instructor notes. Estimates of both elapsed time (in parentheses) and projected time for each major section within a lesson are included. Time estimates are given for two purposes:

- . To aid the instructor in maintaining his lesson schedule
- . To provide a means by which the instructor can determine the emphasis to be given to a specific topic.

In the lesson plans, reference is occasionally made to training aid materials (visual exhibits). All of these exhibits are included in the Student Study Guide. The instructor may, therefore, simply refer the trainee to the appropriate exhibit in the Study Guide or, if he chooses, he may have the materials prepared in slide or flip chart form. The instructor should feel free to tailor these training aids to suit his own needs and style. In addition, he should utilize any additional training materials available to him which he feels will help in making an effective presentation of the subject matter.

The content of certain lessons can only be fully developed and made completely specific by the local training establishment. These lessons address subject matter that is specific to the local area (e.g., driver improvement and control procedures, vehicle and traffic laws, counseling formats, etc.). Where it is not appropriate or possible to specify the exact content of any lesson, organizational guidance and suggestions for content development are made in the form of an outline of topical headings. Lessons 4 and 10-16 would fall in this category.

It should be emphasized that the instructor must devote the time necessary to become intimately familiar with each lesson plan prior to its implementation. Because some lesson plans are detailed in content (they have been intentionally developed in this manner to standardize course content and minimize erroneous interpretation), an instructor should not be tempted to read them to the class. The reading of lesson plan content is an effective way to anesthetize a class. Before presenting a lesson, the instructor must carefully review the training aids required for a given lesson plan and be sure that they will be satisfied when the lesson plan is executed. In addition, he should carefully peruse the content of the lesson plan, underlining important points he wishes to emphasize and making notes and entries where it is necessary to augment or tailor the content of a lesson to satisfy local requirements. Thus, the instructor must interact with and "personalize" the lesson plans before he can effectively articulate the content of the course to the students.

Teaching Method

No protracted discussion of general instructional philosophy will be presented here, as it will be assumed that the instructor for this course will be generally acquainted with good instructional techniques. It cannot be overemphasized, however, that the instructor must continually search for ways to motivate the students and maintain their attention during class-

room sessions. In this regard, the instructor is encouraged to obtain as much trainee participation in the lecture periods as possible. One means is for the instructor to operationalize a concept or procedure introduced in a lesson plan by citing a real world experience or example illustrative of the point(s) being developed. Often illustrative situations are forthcoming from current events as reported in mass media. The instructor should be alert to detect such events and to introduce them in class. Another means is to periodically call for questions or ask questions of selected class members during a period of instruction to reinforce student attention and involvement. Occasionally in the main body of the lesson plans, suggestions are made to promote class participation, but the means for doing this are left largely up to the instructor. Lesson plans conclude with a "Summary and Questions" section where guidelines (usually questions to pose to the class) are frequently provided for conducting a review of lesson plan content.

The practical application sessions are inherently interesting experiences for the students and serve as the means for the students to apply concepts and procedures taught in the classroom. The practical application phases must be well planned and supervised to be effective. The instructor must closely review and satisfy the requirements stipulated for each lesson plan to enable the students to effectively "learn by doing." Before beginning any practical application session, the instructor should be careful to convey the impression to the students that practical application is a serious and legitimate phase of their instruction and that their performance is subject to evaluation. This is necessary, as there may be a tendency for some students to view this phase as a "game" or "theatrical" situation.

Lesson 19 - Human Relations Laboratory and Lesson 30 - Mock Interview/Counseling Session involve "role playing" as a training technique. Lesson 19 requires the trainees to play the roles of problem drivers with differing backgrounds, while being interviewed by the instructor playing the role of a DIA. The training objectives of this session are for the trainees to develop an appreciation and understanding of the motivations, attitudes and feelings of a problem driver in contact with a DIA and in doing so to be better prepared to cope with and assist a problem driver when the trainee assumes the role of a DIA. In Lesson 20, the training experience is more appropriately termed "role taking," where in fact, the trainee has the opportunity to rehearse his occupational role of DIA in the conduct of a mock interview/counseling session, with the instructors playing the roles of assorted problem drivers. The major objectives here are to give the trainees job role practice and the concomitant opportunity to develop interpersonal competence and interview/counseling techniques. Role playing has

been recognized as a valid training technique for developing interpersonal skills for many years. It generally takes the form of an unrehearsed dramatization in which the players attempt to make a situation or procedure clear to themselves and to an audience by performing the roles of the participants in the situation. This should be done in a realistic and yet as free and spontaneous a manner as the situation itself will allow. Properly executed, role playing has several potential training payoffs, namely:

- . Insight into the affective qualities, the performance requirements and the effectiveness of the role(s) one may assume as well as the role(s) which other people perform in relation to oneself.
- . An objective view of the role(s) one performs
- . Development of verbal skills and consequently more effective communication techniques
- . Practice in the performance of new roles
- . Facilitated adjustment to the groups or organizations in which one will perform
- . Behavioral illustrations which are more vivid and meaningful than any pure discussion or descriptions of situations
- . Understanding of other points of view for a given situation.

There are several requirements and considerations which must be kept in mind by the senior instructor when planning for and conducting role play sessions, e. g. :

- . The participants must be sufficiently prepared in the subject matter and background for their role play. The training experience may become superficial unless the role players know the backgrounds and conditions of the characters. Player independence from any written role description at the time of the role play session is desirable.
- . The cases selected for role playing must be realistic, practical and complete for the salient features of the role to become perceptible.

- . Role playing cannot be adequately developed unless there is a prevailing atmosphere of free discussion and inquiry.
- . The players must be cautioned to play their roles as realistically as possible. The instructor must remain alert to detect situations where a player is grossly misinterpreting or overplaying a role. Only in such cases should the instructor consider interrupting the role play session to take corrective action and prevent undesired behavior from becoming established by the player or accepted by the group.

In regard to independent student study, for the most part, it does not appear necessary for the students to complete formal study assignments or homework during non-training hours. The preponderance of training objectives for this course will be served by a review of notes taken in class and appropriate Study Guide material, once the subject matter is presented in class by the instructor. Therefore, the instructor will generally not find student study assignments in the lesson plans. However, he will find statements referring the students to the appropriate major section of the Study Guide where reference materials for a lesson are located. It is, therefore, intended that the Study Guide will serve primarily as a source for documentary evidence of instructor-introduced material (reinforcement) rather than as a source of independent study assignments (primary learning).

Independent student study/homework is recommended for employment in connection with only three lessons: Lesson 5 - Overview of Vehicle and Traffic Laws, Lesson 18 - Case Review and Interview Preparation, and Lesson 20 - Mock Interview/Counseling Session. Lesson 5 involves the teaching of the significant elements of the motor vehicle code and legislation concerning the operation of the department to the trainees. This instructional phase presents a significant challenge to the instructor as this material is often viewed as dry and uninteresting by students. Yet a good understanding of the legal considerations related to driver improvement is imperative for a trainee to become an effective DIA. To reduce the burden for coverage of the vehicle code in class it is recommended that, prior to classroom coverage, the instructor assign sections of the code to the students for review out of class. In this way the instructor will not necessarily have to cover all sections of the vehicle code in class, but can concentrate on the more difficult sections which require some interpretation and answer questions that students will have on their readings. In Lessons 18 and 20, students are given problem driver case files to study out of class and develop analyses and interpretations of the data. At a later date in class, the students are then asked to present or employ the results of their case reviews.

Measurement of Student Achievement

With regard to measuring the trainees' grasp of course content, it is recommended that 15-20 minute quizzes be given to the student on a daily basis. Quizzes should be coupled with a review session which will cover the results of the quiz (which should be corrected in class) and allow students to ask questions about course material. Such quiz and review sessions should be scheduled for the first period in the day. A two hour written examination is recommended to conclude the course. Quizzes, as well as the final examination, should be of the objective type (multiple choice or short answer questions) to facilitate scoring and feedback of results to the students. The content of the lesson plans should serve as the primary source for the development of written test items. In addition, guidelines for the selection of test items are provided frequently in the "Summary and Questions" section concluding each lesson plan.

During the practical application phases of training, the instructor has a unique opportunity to observe aspects of student performance not usually evident in the classroom. Specifically, a student's emotional maturity, poise, "ability to think on his feet," verbal and non-verbal skills, adherence to the essential aspects of departmental policies/guidelines, flexibility, frustration tolerance, etc., are some of the important dimensions of DIA performance which may be evaluated in this context. Close evaluation of student performance in this situation is crucial to a determination of a trainee's probability of success as a practicing DIA. It should be weighed heavily in the instructor's overall determination of a trainee's fitness for duty.

Recommendations for Post Graduate Supervision and Training

The first six months of on the job performance for a graduate of this course should be considered a probationary period. During this period, the neophyte DIA should be assigned to the less difficult and complex problem driver cases, avoiding any extensive involvement with any long standing or chronically difficult problem drivers. Sound familiarity with the departmental operating procedures and requirements should precede extensive personal contact with clients via interviews and counseling sessions. Close cognizance of all elements of a DIA's case work should be taken by his immediate supervisor without giving the appearance of being intrusive or distrustful of the DIA's competence. DIA's should be assured of easy access to their supervisors for any needed advice and consultation. However, wherever prudent to do so, they should be encouraged to make independent analyses and take independent action as consistent with departmental operating policy. The

overall objective to be achieved during the initial phases of job performance is to develop competent and self-reliant DIA's in as expedient a manner as possible.

As a means for developing a more comprehensive perspective of the driver improvement and control problem, the training administrator should consider providing neophyte DIA's with the following training experiences:

- . A tour of duty with a highway and a city patrolman to gain insight into traffic law enforcement policies and practices.
- . Observation of traffic court procedures to understand the ways in which traffic offenses are finally settled (the courts should be carefully selected to give the DIA a range of impressions).
- . Observation of the driver license examination process to fully appreciate the criteria which must be met to obtain or maintain a license (should only be considered for those DIA's who were not DLE's previously).

Where feasible, the DIA's should be encouraged to observe the conduct of driver improvement and control activities (e. g. , interviews, counseling sessions, hearings, etc.) conducted by experienced DIA's. Moreover, where job commitments permit, DIA's should be encouraged to participate in professional development activities. These may include academic study in such areas as the behavioral and social sciences, data processing, scientific investigation, etc. , as well as attending conferences and symposia related to driver improvement and control activities.

Updating the Course

As mentioned earlier, this course is intended to serve as a guideline for the operational training of DIA's. It should not be viewed as a static entity. The field of driver improvement and control like all other professional disciplines, is subject to change--change induced by the research, judicial, political and legislative environments. The training administrator and the instructor should be vigilant to detect any changes that affect the content of this course and to update the course content appropriately.

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APPENDIX

DIA TRAINING REQUIREMENTS ANALYSIS

On the pages that follow, an analysis of the training requirements for the DIA job is presented. On each formatted page, the "Activity" column contains the required job tasks and sub-tasks, and the "Related Knowledge" column identifies the knowledge/understanding components required to support each activity.

This training requirements analysis has formed the principal basis for the development of course content.

DIA TRAINING REQUIREMENTS ANALYSIS

Activity	Related Knowledge
<p>1.0 <u>Conduct written and oral investigations into the record and past performance of problem drivers</u></p> <p>1.1 Interact as necessary with government and community agencies and parties, (e.g., courts, police, correctional, health, DMVs, medical advisory board, community rehabilitation agencies, driver education groups, insurance companies, employers, etc.) to obtain background information on drivers</p> <p>1.2 Establish and maintain orderly case files/records for problem drivers</p> <p>1.3 Analyze and evaluate problem driver reports and records (e.g., DMV records, traffic citation and arrest reports, court records, accident reports, health records, etc.)</p> <p>1.3.1 Determine extent of apparent driving problems, considering such factors as nature and severity of offenses and/or accidents, degree of hazard as indicated by court action, repetition of offenses/accidents, whether violations were associated with accidents, and time since last administrative or law enforcement action</p> <p>1.3.2 Based on amassed information, form hypotheses about driving problem(s) and cause(s) and develop strategy(ies) for conducting interview with problem driver</p>	<p>DLA code of ethics; confidentiality of driver information; bounds concerning invasion of privacy; DIA civil liability</p> <p>Department of Motor Vehicles (DMV) standard operating procedures (SOP) for liaison with cooperating agencies; meaning and interpretation of information contained in standardized data forms; principles of effective human/public relations</p> <p>DMV SOP and standards for record keeping; structure of DMV driver information system</p> <p>Significance of information contained in various official reports; vehicle and traffic laws; patterns of negligent driving; symptomatology of various mental and physical impairments and their effects on driving behavior</p> <p>Vehicle and traffic laws and associated penalties and fines; relative effects of various physical and mental impairments on driving behavior</p> <p>Statistical/informational indications of driver problems, their severity, and any emerging trends</p>



DIA TRAINING REQUIREMENTS ANALYSIS

Activity	Related Knowledge
<p><u>2.0 Conduct interviews with problem drivers to identify sources and causes of deficient behavior</u></p> <p>2.1 Through inquiry and discussions, determine the nature and magnitude of the inadequacies in the learning/habits, attitudes and motivations of negligent drivers (drivers who exhibit unduly aggressive or passive driving behavior)</p> <p>2.2 Identify drivers with suspected skill and/or knowledge deficiencies</p> <p>2.3 Recognize the indications of common forms of physical and mental deficiencies such as lapse of consciousness (narcolepsy, epilepsy) diabetes, alcoholism, drug addiction, sensory-motor impairment, cardiovascular disease, senility/advanced aging, neurosis, psychosis, etc.</p> <p>2.4 As required, advise clients of action(s) which may be taken against their driving privilege should their driving record/performance continue to be unsatisfactory</p> <p>2.5 Employ paper and pencil diagnostics, as necessary</p>	<p>Principles of effective human/public relations; interviewing techniques and procedures; dimensions of human communication; DIA code of ethics</p> <p>Patterns of negligent driving, effects of attitudes, motivations, emotions, and habits on driving performance</p> <p>Vehicle and traffic laws; psychology of driving; knowledge of sound driving principles and techniques</p> <p>Symptomatology of physical and mental impairments frequently encountered in the driving population; effects of physical and mental impairments on driving performance</p>
<p>3.0 Determine, recommend and schedule appropriate follow-up action(s) for problem drivers, such actions as: DMV sponsored individual and/or group counseling sessions; reexamination; appointment with an external agency for further evaluation and/or treatment (e.g., alcohol and drug rehabilitation, medical/psychiatric advisory board, driver education program, etc.); probation, license restriction, suspension or revocation</p>	<p>Operant features of jurisdictional driver improvement system--DMV administrative procedures, vehicle and traffic laws; driver appeals/recourse to administrative actions</p> <p>Mechanics of use for rating forms/tests employed, interpretation of results</p> <p>Purpose(s), suitability and appropriateness of various driver improvement actions; logistical requirements for implementing each action; accessible remedial agencies in jurisdiction, channels of communication; jurisdictional driver improvement system/process; nature and extent of particular driving problem for a given client</p>

DIA TRAINING REQUIREMENTS ANALYSIS

Activity	Related Knowledge
<p>4.0 <u>Conduct/preside over DMV-sponsored individual counseling sessions; assist in the development of client awareness of driving problem(s), cause(s) of problem(s) and effective approaches for solving the problem(s)</u></p>	<p>Theory and practice for individual and group counseling, directive and non-directive techniques; psychology of driving; effects of attitudes, motivations, emotions, and habits on driving performance; effects of various physical and mental impairments on driving performance; toxicology of alcohol and drugs; anatomy of traffic accidents; common causes of a traffic accident; relationship of traffic violations to traffic accidents</p>
<p>5.0 <u>As necessary, participate in problem driver hearings; forward or present evidence to support DMV's action against problem driver's license</u></p>	<p>Rules of evidence, due process; procedures for giving testimony</p>
<p>6.0 <u>Complete official forms and make required reports in support of planned or executed driver improvement actions</u></p>	<p>Requirements/procedures for completing and disposing of departmental forms</p>
<p>6.1 Arrange for the transmission of such official forms as notices to appear (e.g., for interviews, reexamination, counseling, hearing, subpoenas, etc.)</p>	<p>DMV SOP for notification of clients</p>
<p>6.2 Execute and transmit departmental forms which summarize the results of interviews, counseling sessions, and hearings conducted or overseen by the DIA</p>	<p>DMV SOP for documentation and storage of driver information</p>